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ABSTRACT

This report describes a study visit to Czechoslovakia by the Director of Liaison and Training Services at the College of Librarianship, Wales, in order to investigate Czech training and education of library staff at all levels, including library assistants. It is noted that visit objectives included the investigation of practical training integrated into formal educational programs; inservice training in libraries; continuing library education; and part-time courses, correspondence courses, and other methods of distance education. Background information is provided on the educational system, library services, and education for librarianship in Czechoslovakia. Reports are then presented on discussions held in: (1) library education departments at Charles University in Prague and Comenius University in Bratislava; (2) vocational secondary schools for librarians in Prague and Bratislava; (3) centers for research and methodology in librarianship at the Czech State Library, Matica Slovenska (the Slovak Cultural Center), and the Czech Academy of Sciences Central Library-Center for Scientific Information; and (4) the Institute for Continuing Education at the Center for Scientific, Technical, and Economic Information (UVTEI). Several course lists and course descriptions are provided as well as a series of conclusions from the visit. Appendices include the visit time schedule, a list of persons interviewed, and a list of publications received. (ESR)

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ASPECTS
OF
EDUCATION AND TRAINING
FOR
LIBRARIANSHIP AND INFORMATION WORK
IN
CZECHOSLOVAKIA

Report

on a visit

16th - 29th May 1982

undertaken by

Ian M Johnson BA ALA

Director of Liaison and Training Services

College of Librarianship Wales

Report date September 1982

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This visit was undertaken as part of the 1980-82 programme of cultural, educational and scientific exchanges between Britain and Czechoslovakia. I am grateful to the British Council and the government of the Czechoslovak Socialist Republic for agreeing to support the visit as part of this programme.

My interpreter in Prague, Mrs Plzakova of the Prague Information Service, was not only professionally competent and invaluable, but also acted as a cheerful and pleasant guide and mentor to Prague and the Czech way of life. In Bratislava, Ing J Hajdusek of the Department of Library and Information Science, Comenius University, placed his services at my disposal and arranged the details of my programme. During my visits in Slovakia, interpreting on my behalf was ably undertaken by Dr Viliam Mandak, Mrs Sona Makulova, Miss Helena Matuskova and Mrs Jana Kacerova.

My accommodation in Prague (Dum Zahranicnich Styku, 17 Dlouha, Prague 1) was a hostel for foreign students and academics. It was remarkably close to the centre of Prague and convenient for both professional visits and the main tourist sights, and, despite its central position, pleasantly quiet. In Bratislava, the accommodation provided was in a modern, clean and comfortable university hostel (Studentsky Domov, Nabr arm gen L Svobodu 33, Druzba). In Martin, the guestrooms at Matica Slovenska were not in use because of a technical problem, and I stayed in the nearby Turiec Hotel.

All the necessary arrangements were made by the British Council and the governments of the Czech Socialist Republic and the Slovak Socialist Republic, and my thanks must go to the many people concerned for arranging a smooth and successful visit.

PREFACE: OBJECTIVES OF THE VISIT

The College of Librarianship Wales has enjoyed good relations with librarians in Czechoslovakia for many years, particularly with the Department of Library and Information Science of Charles University in Prague, with which staff and student exchanges have taken place. Superficially, there are a number of parallels between the situation in England and Wales and that in the Czech and Slovak Socialist Republics. For example, there are the distinct cultural and linguistic backgrounds of the Czechs and Slovaks and the English and Welsh, and undergraduate programmes in librarianship contain a significant element of studies in other academic disciplines. In the last few years, a number of developments appeared to have been taking place in education for librarianship and information work in Czechoslovakia which seemed relevant to developments with which I am involved and which were, therefore, potentially interesting and stimulating.

The programme requested for the visit was therefore intended to allow me to investigate developments in the following aspects:

- practical training integrated into formal educational programmes, eg attachments to libraries, simulations in the classroom, study visits, etc.

- in-service training in libraries.

- continuing education for qualified librarians and information workers.

- part-time courses, correspondence courses and other methods of instruction suitable for library staffs whose place of work is some distance from the centres of education and training.

The investigation was to be concerned with library staff at all levels, including library assistants. Visits were therefore requested to the university schools of librarianship, to the secondary vocational schools teaching librarianship, and to methodological centres which oversee the development of training in various library networks. A programme is included as a Appendix.

CZECHOSLOVAKIA

Czechoslovakia is a federal state of two nations. The Czech Socialist Republic (CSR) covers the western areas of the country, traditionally known as Bohemia and Moravia. The eastern portion, Slovakia, forms the Slovak Socialist Republic (SSR). Prague is the Federal Capital and the capital of the CSR. The capital of the SSR is Bratislava.

Of the total 15 million inhabitants, 66% are Czech and 28% are Slovaks, the remainder being small ethnic minorities of other central European origins. There are two official languages, Czech and Slovak, which in their written forms appear distinct from each other, but which sound sufficiently similar to facilitate conversation.

CZECHOSLOVAKIA

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THE EDUCATIONAL SYSTEM IN CZECHOSLOVAKIA

The educational system is controlled by the Ministers of Education of the Czech Socialist Republic and the Slovak Socialist Republic, but the Federal government takes a close interest in the state and development of educational work.

Since World War II, substantial progress has been made in the development of education in Czechoslovakia, particularly in Slovakia where education had been comparatively neglected by the Austro-Hungarian government prior to the establishment of the Czechoslovakian Republic at the end of World War I. Emphasis has been placed on the development of higher education and, under the influence of the Russian system, with programmes of study adapted to the economic and cultural needs of the country as perceived by government planners.

The aim of schools is to educate the youth and the working people to function as socially useful citizens of the republic. The rôle of the universities is to provide tertiary education and advanced training for professional workers, scientific workers or workers in the field of art.

Nine years of compulsory basic schooling, beginning at the age of six, is followed by a four-year secondary programme. This programme can be completed in the "gymnasia" (general secondary schools), in vocational secondary schools, or in apprentice training schools. Students can take the school leaving certificate at any of these types of secondary schools.

Only students who have obtained the school leaving certificate are eligible to apply for admission to university. Preference may be given by the universities to applicants who have worked for a year after leaving school before applying. There is also a scheme to allow certain bright workers to take a year's leave to complete the school certificate.

No tuition or examination fees are charged. Students in financial need receive grants related to their parents' income. All students receive a range of subsidised services, and grants for practical work periods.

Plans currently being implemented for the modernisation of the education system call for a greater emphasis on active methods of learning, and implicitly recognise that this requires improvements in the education of students of all ages in the use of libraries and information.

"Mimoskolni" - adult education, continuing or permanent education - has been a feature of the Czech system for thirty years, since the first part-time degree courses were introduced by the universities. In a number of professions, eg medicine, regular re-training through evening and weekend classes, short courses and summer schools is compulsory.

LIBRARY SERVICES IN CZECHOSLOVAKIA

Monastic libraries probably existed in Czechoslovakia in the 9th century AD, and the first university library dates from the foundation of Charles University in Prague in 1348. The creation of the Czechoslovak Republic in 1918 stimulated a variety of social and educational developments, including a recognisable public library service. The culmination of these early developments was legislation in 1959 which created a framework for library services, within which libraries have been structured both organisationally and functionally in a uniform manner.

Because of the federal nature of Czechoslovakia, there are two main library networks. In the CSR, the network is based on the Czech State Library in Prague. In the SSR, Matica Slovenska acts as the Slovak National Library, but, because it is located in Martin, over 100 miles from the major city in Slovakia, the University Library in Bratislava has been assigned the international rôle in the network in collection building and interlending.

The National Libraries, at the head of all the networks, co-ordinate bibliographic activity, research and professional publications, continuing education, and international relations. The Czech State Library and Matica Slovenska are also the centres of networks of public libraries, which are organised on a regional and district basis, in parallel with the rest of the country's administration.

Other networks are organised to encompass libraries with a common purpose or specialisation, eg school libraries, agricultural libraries, technical libraries, trade union libraries. Each network is headed by a Central Library, which is usually in the institution which most needs and uses information in the field.

Each Central Library has a "methodological" rôle in respect of its network of libraries, which is a form of managing the network. Through a series of surveys and analyses, the methodological centres collect and interpret information and statistical data for planning, decision making and control of the network. As well as planning long term development, they attempt to co-ordinate and standardise new activities. This is achieved through a regular programme of publications, and through attention to the continuing education, training and re-training of library staffs.

In both Republics, the Ministry of Culture has the legal duty to give guidance to all libraries on their activities, but the libraries in most of the networks are controlled by other Ministries according to their specialisation or by the appropriate local government authorities in the case of public libraries. The advisory bodies of the Ministries of Culture are the Central Library Council (CSR) and the Slovak Library Council (SSR). These Councils co-ordinate current activities and assess current and future developments, and make recommendations to the Ministers.

EDUCATION FOR LIBRARIANSHIP IN CZECHOSLOVAKIA

The first courses for librarians were offered in Czechoslovakia in 1918, and the first library school was established in 1920 under the control of the Ministry of Education and Culture. A school of librarianship was established in Charles University, Prague, in 1927, but it was re-established in the early 1950s following the amalgamation and re-organisation of three schools of librarianship in Prague.

During the same period, in the early 1950s, the first of the specialist secondary schools was opened, the vocational secondary school for librarians in Brno.

Today, there are two university schools of librarianship, in Prague and Bratislava, and three secondary schools for librarians, in Prague, Bratislava and Brno. These institutions have never produced sufficient numbers of trained librarians to meet the demands of the job market.

In consequence, there has grown up a parallel training system, initiated and supported by the methodological centres of the libraries at the centres of networks. They aim to provide training, not only for the library staff in their networks, but also for the library users to make them more self-reliant. In addition, facilities for part-time students have been substantially increased in recent years to allow workers who have entered the library and information field from other disciplines to gain an appropriate qualification. The places on part-time courses at the university and secondary schools of librarianship are a fixed number, and demand for places exceeds availability. These shortcomings in the mainstream of professional education result in the continued existence of the parallel system.

There has, however, been little or no increase in the number of full-time places available in the schools of librarianship. The number of secondary school leavers gaining the qualifications necessary for university admission is insufficient to meet existing demands for high level manpower, and it seems that increasing the number of places for full-time students of librarianship and information management might necessitate re-directing potential workers away from other employment sectors which the government considers to be more economically desirable.

CHARLES UNIVERSITY, DEPARTMENT OF LIBRARIANSHIP AND INFORMATION SCIENCE

Because my visit coincided with the main week of the State examinations for the University, my discussions were limited to less than a couple of hours with Dr Jiri Kabrt, Head of the Department, who is also Chairman of the Central Library Council CSR, the main advisory body of the Ministry of Culture. An attempt to arrange a mutually convenient time for a return visit later in the week to meet one of his staff was not successful.

The basic undergraduate programme at Charles University lasts 4 years. The Department has 400 students including 240 full-time students. It has a staff of 20. The duration of the undergraduate programme was recently reduced from 5 years to 4 years, but the aim has been to maintain the same level of final understanding on the part of the students.

Dr Kabrt conceded that libraries in Czechoslovakia were not as well developed as in other countries. Teaching therefore tended to concentrate on current thinking and practice abroad. He recognised that, as a result, students left the Department with a diploma which was purely a paper qualification, but he felt that the programme should have provided them with knowledge which would become relevant and useful in terms of current practice in Czechoslovakia within 3 or 4 years.

Students have a 3 or 4 week fieldwork placement each year. The libraries used tend to be well established libraries, believed to have developed a good standard of professional practice. There is also a preference for libraries managed by former graduates of the programme, since they know what is required.

Placements are made on the basis of formal agreements. The library school provides a written statement of what kind of activities should be arranged during the fieldwork attachment, and the library signs an undertaking to provide it.

Re-training is not compulsory for librarians in the Czech Republic, as it is for doctors, but librarians appear to be strongly motivated towards continuing education. Those who are professionally qualified are anxious to keep up to date, but the heavy demands on the Department's staff of teaching full-time and part-time students on basic qualification courses leaves them little time for running evening courses and workshops. Staff are, however, involved in teaching during the University's summer school, in which they are aiming to include information studies in courses in other disciplines. This is part of a general programme of user education in library and information work which is being developed at all levels of education.

The number of undergraduate students entering the Department is limited by the University and the Ministry. Many people who originally graduated in other disciplines are, however, seeking professional training after entering library and information work. Part-time courses meet their needs, involving attendance

for 2 days (a Friday and a Saturday) each month. Most of the work has to be done on those 2 days, as students are unable or reluctant to undertake any private study in the interval. Employers allow time off for attendance and 12 days' leave to prepare for examinations. In return, their staff are expected to stay in the same job for the next 4 or 5 years. They do not, however, receive any salary award or promotion for successful completion of the course.

Although staff of the Department are involved in committees concerned with aspects of professional practice, the Methodological Centres of the library networks and their Methodological Committees are the main focal point for the development of theoretical and practical solutions to operational problems and for developing relevant training programmes. The Department is, however, regularly requested to provide assistance with teaching on courses initiated by the Methodological Centres. The Centres pay the University for the time spent on this external teaching, but only a small part of this additional income is transferred to the Department for the purchase of additional equipment, etc.

The structure of the Department's main programmes includes courses of differing durations; some last only one semester, others last 3 semesters. Each course is examined separately. This modular approach offers the potential for a link between the part-time course in the Department and the occasional workshops offered by the Methodological Centres to develop a programme of qualification by credits, but University regulations appear to prohibit such a development.

Language studies form part of the undergraduate programme, partly because so much relevant material is only available in foreign languages, and partly because of the future rôle of graduates in information transfer from foreign language sources to users in the organisation they go to work in. However, basic material still has to be presented to the students in Czech, and there are problems in arranging for an adequate range of textbooks to be available in Czech. The staff of the Department are expected to spend one-third of their working time teaching, one-third on tutorial work, and the remaining time on preparation and research. Any textbooks they are asked to prepare have to be undertaken in their own time, and this inevitably limits what can be accomplished.

COMENIUS UNIVERSITY, DEPARTMENT OF LIBRARIANSHIP AND INFORMATION SCIENCE

My discussions were with Dr Messa, Head of Department, and a group of his colleagues.

The Department, which is part of the Philosophy Faculty, offers undergraduate and postgraduate courses. It has about 300 students and there are 20 teaching staff. Teaching is in shifts, Monday to Saturday. Students take classes and lecturers teach in the mornings only (7.30 am to noon) or in the afternoons only (12.30 pm to 6.30 pm).

The undergraduate programme lasts 4 years, and has an annual enrolment of 50 students. In addition to librarianship and information studies, the students spend about 20% of their time on courses in another discipline and a further 15% of their time on the study of Marxist-Leninist philosophy and economics, which is a compulsory part of all university programmes. Natural sciences were amongst the other disciplines offered, but were dropped a few years ago because of lack of demand, and students now concentrate on language studies, especially English, German, French and Russian.

Undergraduate students take part in a 3 week fieldwork attachment, each September at the start of term. Students can choose the town in which to undertake their attachment, but are advised to work in a different type of library each year. There are few problems in securing the co-operation of libraries; some libraries have a regulation in their statutes that they must accept students on attachment. The Department tends to rely on the use of libraries staffed by former students to maintain standards. Staff make occasional supervisory visits, but the Department does not have funds to support a comprehensive programme of supervisory visits throughout Slovakia.

During the attachment, the students are required to keep a diary of the experience. This is not given a formal mark, but, if it is not satisfactory, the student is not allowed to proceed to the following year. The final fieldwork, immediately before the final year of studies, is intended to give the student an opportunity to gather information for the dissertation which forms part of the final examination.

In addition to the fieldwork attachments, undergraduate students make visits to Matica Slovenska at Martin and to libraries in Prague. These visits are in the first and second years respectively. They last 3 days, and the students are accompanied by a tutor. In the third year, the students spend a period on basic practical work in the information centre of the library of the Philosophy Faculty.

At present, the Department does not make any payments to libraries for the work involved in supervising student practical experience, but it seems probable that they will soon be directed to do so by the Ministry of Education.

Students are admitted to the undergraduate programme primarily on the basis of their secondary school leaving certificate. No special privileges are granted to students who have attended the vocational secondary school for librarians. Although the programme there was acknowledged as providing good practical training and as giving the students a sound basis for their first year of studies, it was not considered that they were sufficiently advanced in the theory of librarianship and in language studies to be granted exemption from any part of the undergraduate programme.

About 40 students enrol each year for the 2 year part-time postgraduate diploma programme. These are students who are graduates in other disciplines, and who have entered some aspect of documentation and information work rather than conventional libraries, and who need a professional training to enable them to work effectively. About 50% - 60% complete the programme.

The Department co-operates with the methodological centres of the library networks in mounting appropriate short courses. About 15 short courses were run in the previous year in which part or all of the teaching was undertaken by the Department's staff. In each case, the organisation was undertaken by the central library of the network, and the course was financially supported by libraries in the network.

The Department also collaborates with the Slovak Technical Library in developing a programme of courses to meet their specialist needs at "apprentice" level. The Department's staff undertake some of the teaching, and carry out the examination process. Trainees who complete the course, which is at about Secondary School Certificate level, are awarded the Technical Library's own Certificate of Higher Qualification.

In addition, the Department also offers summer courses, of 3 weeks' duration, on topics of current interest such as library automation, to keep qualified practitioners abreast of new developments. However, it was felt that the Centre for the Further Education of Slovak Librarians at Matica Slovenska was increasingly taking over responsibility for continuing education programmes.

In 1983, the Department will be hosting an international conference of library schools from the socialist countries.

After my discussions, I was taken to see the Department's computer facilities, which comprised some rather cumbersome Russian terminals linked to the University's mainframe. I also saw the Philosophical Faculty's library, which comprised a number of separate rooms adapted, very badly, for library use. There was only a limited representation of material in English on librarianship and information science, but it was alleged that the majority of the foreign language collection was in the main university library, only 5 minutes' walk away.

THE VOCATIONAL SECONDARY SCHOOL FOR LIBRARIANS, PRAGUE

My discussions were with the Headteacher, his Deputy and 2 of his 20 or so staff.

The school was established in 1966/67. Its previous accommodation became overcrowded as it built up to its present enrolment, and in 1973 it moved to its present premises, which, quite, coincidentally, it shares with a secondary school for apprentices which trains bookshop assistants. The Headteacher is in charge of both schools.

The school premises are fairly conventional, and so far no special provision has been made for the teaching of librarianship. The status of secondary schools for apprentices has recently been changed, and they can no longer be housed in the same premises as the vocational schools. Although the course for bookshop assistants was only a part-time one, it did require the allocation of classroom space. The space which is freed by their removal is to be used for a teaching and demonstration library, which should be fitted with appropriate furniture and equipment to the specification of the Ministry of Education's Technical Centre for Libraries. In common with most secondary schools, the vocational school has a language laboratory.

Most of the staff are general secondary teachers, with their own specialist backgrounds. There are 2 or 3 specialists teaching librarianship and information work, all of whom are graduates of the Department of Librarianship and Information Science at Charles University. A former requirement that teachers should complete postgraduate qualifications before they could be promoted to higher grades has been dropped and none of the specialists in librarianship has a qualification in teaching or a higher degree. However, all teachers in the school participate in re-training programmes offered by the Ministry of Education's Pedagogical Institute, which brings in specialist lecturers, when necessary, to up-date teachers in aspects of librarianship. There are also opportunities for staff development through participation in the short seminars offered by the University, by UVTEI and by the methodological centres of the library networks, particularly those seminars which concentrate on aspects of teaching and training in the field.

The school in Prague recruits its students from throughout Bohemia, the western part of the CSR; students from Moravia, the eastern part, attend a similar school in Brno. The Ministry arranges residential accommodation for students from outlying regions. Each year, the school enrols 2 classes, a total of 70 students, into its 4 year programme. Each regional council in Bohemia annually asks for a number of places for students from its area, but entry is competitive and there are more applications (c 100 pa) than places. The topics for the entrance examination are announced over the radio.

Advisers in the basic schools are responsible for vocational guidance for students going on to secondary education, but it is

recognised that they cannot have a comprehensive knowledge of schools, syllabi and career prospects, so the Ministry organises a week of open days at secondary schools in September or October each year, so that prospective pupils and their parents can form their own impressions. The librarianship course has proved very attractive for girls, many of whom are already unpaid auxiliaries in their local libraries. Only about 6 boys enrol each year.

The curriculum and syllabus were developed centrally, at the Research Institute of Vocational Education, which also commissions specialists to write textbooks to support the course. The only consultation with the school was on the number of lessons required to cover each subject satisfactorily. The same syllabus is in use in Brno. In the first 2 years, the curriculum emphasises the student's general education, but in the final 2 yeras the emphasis switches to librarianship and information work. Details of the curriculum appear as an annex.

Practical experience in libraries is gained on a regular weekly basis during term, and in annual blocks also in term, sometime between March and June. The weekly practical sessions are arranged in libraries in Prague, and comprise 2 periods of one hour each week in the second year, 3 periods in the third year and 6 periods in the final year. The annual block of 2 to 3 weeks' full-time fieldwork is usually in a library in the student's home town or somewhere where he/she can find accommodation at reasonable cost and a suitable library is available. Students receive only limited financial support from the government for these periods.

Large libraries with staff professionally educated at university level are preferred as hosts for the fieldwork. Whilst the librarians are believed to have an understanding of the school's syllabus, they are reminded in a letter what practical skills they are expected to develop in the students. The staff of the school make supervisory visits to the libraries in Prague which they use for weekly practical training, but the arrangement of the extended fieldwork periods has largely to be left on trust because of lack of funds.

Students also make an annual study tour of libraries and cultural centres. This now lasts 2 to 3 days each year. It was longer, but has had to be reduced because of costs. Visits are also made to libraries and printing houses in Prague.

The Secondary School Leaving Certificate is granted after success in the examinations in 5 subjects: Czech language and literature; Russian language; Librarianship; either Acquisitions or Bibliography; and one of the option subjects. There are oral and written examinations.

Written examinations last 4 hours in each subject. In the theoretical subjects, such as Librarianship, they are asked to answer questions on 10 topics. In the more practical subjects, they are given 5 books which they are asked to catalogue,

abstract, prepare a review and note of recommendation to a prospective reader, etc.

The oral examinations last 15 to 25 minutes. Students are given 15 minutes' advance notice of the subjects on which they will be asked questions.

The written examinations are held in April, and the oral examinations in June, and equal weight is given to both in the final assessment. Results are moderated in the light of overall performance in the school.

Even those students who are weak in their understanding of the theory tend to be satisfactory in their practical work, so they have no problem in getting jobs. Good students can be choosy about which job they take. The school receives from the Ministry a list of available jobs, but employing organisations frequently write directly to the school with offers of jobs.

Any consultation between the Ministry of Education and other Ministries about manpower requirements has not been effective. There are more jobs available than the number of students completing the programme.

Twelve students went on to study in the Department of Library Science in Charles University at the start of the 1981/82 session, but this was an exceptional number. Normally, only about 5 or 6 each year proceed to higher education in librarianship.

A typical starting salary is around Kcs 1400 per month, although some students prefer to take part-time posts on lower salaries. Students take jobs in a variety of organisations, mainly public 'cultural' libraries, but many choose jobs in scientific and technical libraries, where salaries and conditions of service can be better.

The present curriculum appears to have been introduced in 1971/72. A new curriculum is to be introduced in 1984/85, in which it is intended to divide the students into separate streams to prepare for library work in the humanities and information work in the sciences. The staff of the school will advise students about their choice of librarianship or information studies. It is not anticipated that the change in emphasis will affect student recruitment. There is already a greater interest in and emphasis on science studies.

To cope with the demand for trained staff, the number of part-time students is being increased. The part-time course covers 3 subjects: librarianship; scientific and technical information; and civics and adult education. For librarians or bookshop assistants, the course comprises librarianship, and civics and adult education. Staff from scientific and technical libraries take a combination of courses in librarianship, and scientific and technical information. This latter combination is not always offered because of lower demand.

Students who have already achieved a general secondary school certificate are admitted after only one year working, and can complete the part-time course in 2 years.

For students who did not satisfactorily complete their general secondary school certificate programme, the part-time course lasts 5 years, and incorporates Czech and Russian language studies. The latter subjects are examined in the fourth year, and the 2 vocational subjects in the fifth year. These students are required to have worked for 3 years before they can be admitted to the part-time course.

Attendance on the part-time course is 2 days per month, about 15 to 16 hours' total class contact. There is no organised contact with the students between periods of attendance. Examinations are held at the end of each semester. Students are usually responsible for their own expenses in travelling to the school, and in staying overnight in Prague, if necessary. There are, however, associated part-time centres outside Prague.

A full-time programme of post-school education (overstudies) has been discontinued.

VOCATIONAL SECONDARY SCHOOL FOR LIBRARIANS, PRAGUE

Curriculum approved 1971/72

SUBJECT	NUMBER OF PERIODS PER WEEK Year I	II	III	IV
Social sciences and languages				
Czech language	2	2	2	-
Russian language	2	2	2	2
English or German	3	3	3	3
Civics	1	1	2	2
History	2	2	3	-
General Studies	2	2	-	-
Maths and Sciences				
Mathematics	3	2	2	-
Physics	2	2	-	-
Chemistry	2	2	-	-
Biology	2	-	-	-
Basic Vocational				
Cultural policy	-	-	1	2
Art Education	-	-	-	3
Typewriting	2	-	-	-
Vocational				
Czech, Slovak and World Literature	3	3	5	5
Acquisitions and Cataloguing	2	3	3	3
Bibliography and Informatics	-	2	2	3
Librarianship	2	2	2	2
Practicum	-	2	3	6
Physical Exercise	3	3	3	2
Options				
Latin	2	2	2	2
English or German	2	2	2	2
Foreign Language Conversation	-	-	2	2
Music	2	2	-	-
Sport	2	2	2	2

S 20

The librarianship course comprises:-

Year 1 Library history

2 Organisation and management of libraries
Libraries in different countries

3 Planning and economic management

4 General methodological approach
Reader service and psychology
Inter-library co-operation
Pedagogy
Scientific literature

THE VOCATIONAL SECONDARY SCHOOL FOR LIBRARIANS, BRATISLAVA

My discussions were with Dr Terezia Pivoluskova, the Headteacher.

The school shares its premises with a apprentice school for graphics artists (Stredna priemselna skola graficka), of which Dr Pivoluskova is also the Headteacher. (This coincidence problem explains the incomplete reference to a "school for librarians and artists" in Bratislava which appears in the UNESCO World Guide to Library Schools.)

The school was established in 1952, but moved to its present premises about 7 years ago. Apart from conventional classrooms, the school has a specially equipped room for teaching typewriting, a demonstration room for teaching the use of audio-visual equipment and bibliographical work, and a library. The library is little more than a store for books with shelving almost from floor to ceiling, but has a good range of professional texts in Czech and Slovak, and a few titles in English. Computer facilities have been requested for the demonstration room, but have not, so far, been provided.

There are 36 teaching staff, including 8 librarians for teaching professional studies. Dr Pivoluskova is herself a member of the Committee of the Slovak Library Association. The other 28 staff include specialists teaching in the artists' school and shared teachers of general academic subjects.

Teachers are required by their contract to spend 19 hours per week in class contact. In practice, they spend an additional 3 or 4 hours per week in a class, but this is treated as overtime and paid accordingly. The professional teachers all have a university qualification in librarianship, but none have a postgraduate qualification in education. One member of staff has recently had 2 years' leave for training in informatics and computer applications, but there are no regular arrangements for this kind of re-training. Between them, the staff have written and had published 10 textbooks in aspects of librarianship and information studies.

Each year 3 classes, each of about 33 full-time students, are admitted. The number of part-time students is declining, but there are currently about 18 classes, each of 15 students. The school in Bratislava is unusual in that it is the only one of the 3 vocational schools for librarians in Czechoslovakia to offer a programme of overstudies, an additional year of study for school leavers from the gymnasia. The number of students admitted for this programme varies, but each year there are one or 2 classes of about 30 enrolled.

The school recruits its students from the whole of Slovakia. The Ministry of Education publishes details of its programmes in a regular Bulletin. Information appears in newspapers and periodicals, and there are announcements on radio or television shortly before the entrance examinations. The school is not permitted to produce additional publicity material.

There are usually 3 or 4 applicants for every place, and sometimes demand is even higher. The entrance examination is of the same standard as all other schools. Apart from the examination results, other factors taken into account in considering applications are the prospective student's basic school leaving certificate and his/her family background. For example, the children of socially deprived families are given preference.

Applications ae considered by an Admissions Commission, which comprises the Headteacher, her Deputy and 2 representatives of the local government authority, the National Committee of the Capital of Slovakia - Bratislava. About 90% of admissions are approved by the Admissions Commission. The remainder are referred for further consideration to the local government authority.

The number of part-time students being admitted for a 3 year programme is being limited by the Ministry because it appears that, as a result of the schools's operation over the past 30 years, there is almost a balance between its supply of trained library technicians and the demand for them. Part-time students are enrolled not only in Bratislava, but also in 2 'consultation centres' in Banska Bystrica and Kosice. Admissions at the consultation centres are controlled by the school's Admissions Commission. Students are required to be working in a library or information centre, but standards required in their entrance examination results are not as high. It was alleged that the school at Brno was admitting students from Bohemia who were not properly qualified.

The school's Deputy Headteacher is responsible for oversight of the consultation centres, but at each there are external part-time teachers co-ordinated by a Head of Centre. Examinations are conducted by the school staff.

The overstudies programme tends to attract students from the gymnasia who have failed the university entrance examination, and whom Dr Pivoluskova regarded as poor quality students. Basically, the aim of the overstudies programme was an attempt to reduce the time taken before students could make a useful contribution to society and the economy. The programme was similar to the school's regular programme, but it emphasised cultural and educational training for archives work, librarianship, and scientific and technical information services.

The overstudies programme has only recently been reduced to a one year full-time programme. This has been achieved by cutting out the general educational subjects and by reducing the time spent on integral practical training. The change is too recent for the effects to have been evaluated.

There are 2 kinds of library practice in the main programme. "Continual" practice, which is timetabled each week during term, takes place in local libraries in the first year, to give the students a broad perspective of library work. Three staff

employed by the town library organise and supervise the practice, and the school pays the library for this work. In the third and fourth years, practice is devoted to bibliographical work, and acquisitions and cataloguing respectively. These sessions take place in the school. For 3 weeks at the end of each school year, but in term time, students are placed in libraries throughout Slovakia for fieldwork. Libraries with which the school has regular contacts are preferred, but the students are allowed to influence the choice, and their geographic, economic and domestic considerations play a part in the decision. The libraries' organisation of the fieldwork is monitored, and those which are not fulfilling their agreement are sent a letter reminding them of what is required. The libraries are asked to evaluate the students by grading various aspects of their performance on a standard questionnaire, but this evaluation does not formally count in the final examination assessment.

At the end of the first year, students are allowed to take the "differencia" examination and, if successful, transfer to the second year programme at a gymnasium. As an alternative, they can simply re-sit the gymnasia entrance examination, but, if transferred on this basis, they must repeat the whole of the first year programme.

When the new information studies curriculum is introduced, the students will have a common programme with the librarianship students in the first 2 years, and will then divide into 2 separate streams. There is not expected to be any increase in numbers. The proportion entering each stream will be decided by the planners in the Ministry.

Final examination papers are simply graded from 1 to 5. Grades 1 to 3 represent respectively 'passed excellently', 'passed well' and 'passed'. The average of all subjects, including librarianship, is taken to assess the standard for university entrance. A grade 4 result in any subject automatically reduces the overall average by one point. A student with even one grade 5 result is considered to have failed the whole examination.

If the student fails in 2 subjects in the written examination, he/she is not admitted to the oral examination. If he fails 2 subjects in the oral examination, he has to re-take all the examinations. If he fails only one subject in the oral examination, he is re-admitted to the school for the following semester, and the school's Matriculation Commission specifies a date on which he must re-take the examination in that subject alone.

On completion of the programme, the students are able to apply for jobs notified to the school by the Ministry or directly by the library networks. In most of Slovakia, it is relatively easy for them to get jobs, but it is more difficult in Bratislava. Some employers still operate their own entrance examination competition.

CZECH STATE LIBRARY - CENTRE FOR RESEARCH AND METHODOLOGY IN LIBRARIANSHIP

My discussions were with Mrs Stetinova and Mrs Hrabova.

After a long introduction to the full-time and part-time courses for librarians in Czechoslovakia, the discussion turned to the rôle of the State Library and the Centre.

The Centre arranges for a 6 week induction programme for new graduate staff. During that period, the programme ensures that they receive a general introduction to 4 major departments. The Centre's staff would prefer it to last 6 months, but shortages of staff in the library make a shorter period necessary.

The State Library also runs its own one year training course for graduates with no previous training in librarianship. This is taught by the staff of the Department of Librarianship and Information Science at Charles University. At present, it is not considered to be comparable to a university level course, but it is to be developed to a more advanced standard. The State Library does not provide a comparable programme with outside instructors for staff who enter its service with the secondary school leaving certificate. However, as the vocational secondary school for librarians is not producing enough trained people to meet demand, the State Library does operate a training programme for library assistants, using its own staff as instructors. It was interesting to learn that its training programme for these former secondary school students can include language training.

The Centre is developing continuing education for qualified librarians within the framework of the State's general adult further education programme. These are aimed at all levels of staff in the public (cultural) libraries network. A programme of 7 one-week courses was held over a 2½ year period from 1977-79. The courses covered Marxism and Leninism, cultural policy, management theory, personnel management, legal aspects, and selected topics in librarianship - eg centralisation, work with political literature, work with children, international organisations, audio-visual materials. At the end of the programme, the students were required to write a review of what they had learned and how it applied to their job.

Attendance was compulsory, and all expenses were paid. There were, however, problems because of the amount of time employees were away from their work, and some of the courses were not felt to be particularly relevant to their work. The programme is now being re-organised with more emphasis on professional topics. It will in future comprise only 4 one-week courses, but 50% of the time will be devoted to professional topics.

The Centre organises practical attachments within the State Library for students from the university and secondary schools of librarianship. It is also involved in committees which consider the general nature of these practical attachments and the syllabi.

After the meeting, I was taken on a tour of the library, which suffers badly from being housed in a seventeenth century monastery. The Centre is responsible for the special collection on librarianship, which also serves the Department of Librarianship at Charles University. The collection seems to have a reasonable range of English language material, including about 20 current subscriptions to the major English language journals in the field.

MATICA SLOVENSKA

My discussions were with Mr Peter Maruniak, Head, Section of Theory, Research and Methodology, and Mr Horst Hogh, Chief of the Centre for Further Education of Slovak Librarians.

Matica Slovenska is the Slovak Cultural Centre, based on the Slovak National Library and its associated research and publication activities. Since the re-organisation of libraries in Czechoslovakia into networks, it has also become the centre of the network of public cultural libraries. As the State Library, it also has the central methodological rôle.

It is, therefore, concerned with the aims of the library services, the forms of library work, and monitoring the "social efficiency" of libraries. To enable it to achieve these aims, the Section of Theory, Research and Methodology keeps fairly detailed records of libraries and library activities, and carries out investigations into individual libraries or networks, or into particular activities. Its information and the advice based on it are intended to enable the Ministry of Culture to manage the library services more effectively.

As part of its responsibility for planning for the future, it is concerned with co-ordinating within Slovakia activities concerned with education and training for library and information work, and with the publication of relevant learning materials. Under the auspices of Matica Slovenska, a Pedagogical Council meets as a national advisory body. Matica Slovenska, however, also has a clearly defined executive rôle.

In 1976, the Ministry promulgated new regulations effective from 1st January 1977, making re-training compulsory for all librarians and information workers in Slovakia. The Department of Librarianship and Information Science in Comenius University is now formally responsible only for programmes leading to a first professional qualification. The responsibility for continuing education for all levels of staff now rests with Matica Slovenska and the library networks.

Each of the library networks should have established a centre for re-education, and, under the aegis of Matica Slovenska, there are 3 regional centres for re-education of of public library staff, with 37 sub-regions responsible for the 3000 local libraries. Matica Slovenska has also established the Centre for Further Education of Slovak Librarians, to be responsible for the continuing education and re-training of senior staff from all the networks.

Re-training must begin 3 years after completing professional training, and then is to take place every 5 years until the individual has less than 5 years to work before retirement. So far, there has been only one cycle of courses, but it is already clear that future courses will need to comprise a refresher course on basics as well as an introduction to new developments.

There are 2 kinds of programme, specialist and general. The specialist courses are aimed at people with functional responsibilities, eg for work with scientific literature or work with young people. The general courses are mostly for for top level staff to bring them up to date with the latest ideas and with management techniques.

The programme comprises 3 one-week residential courses during a year, totalling about 100 hours' class contact. The Centre for Further Education has been allocated a historic building as its residential centre. This has added aesthetic considerations to the financial problems of re-equipping it for its new rôle, and its adaption has not yet been completed.

Students are provided with a reading list and, in some cases, specially written texts for further study, and at the end of the year take both written and oral examinations. Students are also asked to tackle a particular project. This is usually a problem identified in consultation with the Director of their network. The aim is to produce a solution capable of implementation.

The examination is simply graded 'pass' or 'fail'. Students who pass with the best results have these publicly announced. Students who fail are allowed one re-sit. If they fail again, they may be liable to be demoted and have their salary reduced.

The planning process at Matica Slovenska identifies course content and dates well in advance. Information on their plans from the library networks enables the overall calendar to be co-ordinated, ensuring that libraries are not faced with a clash of events which might prevent them releasing an individual member of staff.

The planning process also covers the textbooks required to support the courses and other professional programmes. A 5 year planning period is used. Although plans become more concrete as the specified year approaches, this is not a rolling programme. At the time of my visit, the plan for 1981-85 was being implemented, and the plan for 1986-90 was being drawn up, including the subjects of publications proposed for issue in each year.

Textbooks are prepared by the group teaching the course, on the basis of outlines and guidelines provided by Matica Slovenska. Texts have been written to support 3 specialised courses in the last 3 years, and about 150-200 copies of each title have been printed. It is intended to provide training for instructors in teaching techniques and textbook writing.

Matica Slovenska also provides training for libraries' senior staff who are likely to be involved in organising in-service training or practical attachments for students from the university or vocational schools. It does not provide detailed guidelines, because circumstances differ so much from library to library. In consultation with the network directors, Matica Slovenska advises the university and the vocational school of the

subjects which students should tackle as their diploma project during their final period of fieldwork.

CENTRE FOR SCIENTIFIC, TECHNICAL AND ECONOMIC INFORMATION (UVTEI), INSTITUTE OF CONTINUING EDUCATION

My discussions were with Ms Jana Kuglerova, Director of the Institute, and 2 of her colleagues.

UVTEI is a federal institution, established in its present form in 1966. In addition to the Institute of Continuing Education, UVTEI comprises 4 departments: Research and rationalisation; Computing techniques; Analysis; and the State Technical Library and its network. For about 20 years, the State Technical Library was responsible for education and training in its field, but, in 1976, the responsibility was re-assigned within UVTEI, and the Institute was created in its present form.

The Institute has 6 full-time staff, but also calls on the services of a number of other people on a part-time basis. Their major effort is directed not into teaching, but into the preparation and realisation of projects such as seminars or courses and their syllabi, publication of necessary material, and international relationships, particularly within the Socialist States in Eastern Europe.

One of the major problems the Institute is seeking to overcome is the limited number of students produced by the university and secondary schools of librarianship. The number of secondary school graduates available for higher education or employment in specialist vocations is insufficient to meet the priority demands of industry, and the number allowed to enter the schools of librarianship is limited by the Ministry of Education's planners.

UVTEI initiated the part-time programme at the vocational secondary schools for graduates from the gymnasia who have moved into librarianship and information work. UVTEI also organises its own courses with the approval of the Ministry of Education.

There is a basic course for newcomers to library and information work, lasting 90 hours. An outline syllabus appears as Annex A.

University graduates are encouraged to take the 2 year part-time postgraduate programme at Charles University. For secondary school graduates without previous formal education in librarianship, the Institute organises its own specialised part-time course in information systems, comprising 230 hours of class contact over 3 semesters. An outline syllabus appears as Annex B. It bears some similarity to the vocational secondary school curriculum, but the UVTEI programme is claimed to be more flexible in adapting to current practice and new developments.

The Institute also mounts a programme of specialised courses on current developments. Some of these are short one or 2 day seminars. Others are residential courses lasting 10 days, with some 60-70 hours' class contact. Recent topics include computing techniques, reprographics, management techniques, and international systems. Language courses in vocational

terminology in Russian and English take place regularly, and courses in other major languages are planned.

A particular problem has been to ensure that part-time teachers are familiar with teaching techniques relevant to the kind of presentation necessary. Each year, at least one course is held to examine new developments in a particular field and ways in which it might be taught.

To enable it to identify the courses which are needed, the Institute carries out research into the operation of the information system, examines the plans for the future development of the information system, and consults widely throughout the system. These consultations culminate in discussions in the Scientific Pedagogical Council, which comprises representatives of the information networks. The Council reviews future plans and the evaluation of courses completed by students who took part, and every 3 to 5 years determines what courses should be provided.

Attendance at all these short and long courses is paid for by the student's employer. Apart from the student's travel and accommodation, a fee is charged to cover the cost of tuition and textbooks, and to make a contribution to the Institute's overheads. The fee reflects the size of the group. Language courses, for example, necessitate teaching in smaller groups. Nonetheless, courses are popular and well attended, and none have failed to attract sufficient support to make them viable.

For some students, their employment is conditional upon attendance at a particular course, but not necessarily upon satisfactorily completing the examination with which most courses conclude. However, students who do not sit the examinations are usually required to pay the fees back to their employer. Satisfactory completion of the courses is not normally recognised for salary purposes, but students completing the language courses qualify for a small salary supplement.

Some examinations demand written work, but most are simply oral examinations. With the exception of short language and computer courses, there is an interval after the course to allow the student to prepare for the examination. The student's examination result is graded, and he is given a copy of the certificate. It is possible for a student to revise the subject and re-take the examination to try to get a higher grade if he wishes, or if it is considered necessary.

The UVTEI Institute is also heavily involved in user education programmes. In 1975, some research was undertaken in Czechoslovakia into the use of information resources in the education system and in the workplace. The recommendations which emanated from the research are now being put into practice throughout the education system; the Agricultural College in Prague was alleged to be a good example. From 1984, the curriculum of all secondary schools will include information studies to give students an appreciation of sources of

information, the network of libraries in Czechoslovakia, and the system of scienctific and technical information in the country. At university level, however, the Ministry of Education does not have such strong control over the curriculum, and development is uneven, depending on each individual faculty's interest and initiative. UVTEI is therefore publishing not only guides to the literature, but handbooks for lecturers on how to teach the use of specialised literature.

UVTEI has been publishing in the field of librarianship and information science since 1951, and now reviews its publication plans anmually. Its editorial staff recruit authors from amongst known specialists, who are willing to write in their own time for a fee. In addition to books, some tape-slide programmes have also been commissioned.

A form of continuing education not under the control of the Institute is the Centre's current awareness service. All scientific, technical and economic journals imported into Czechoslovakia are abstracted by documentalists at whichever library in the country has a subscription. These abstracts, in Czech, are sent to UVTEI and fed into its computer. Every month, the computer checks the index terms for these abstracts against the subject interest profile of university lecturers and other experts, and mails to them a note of journal articles they may be interested to see. This national SDI service makes very efficient use of the range of journals purchased in hard-currency and is backed up by an inter-lending service which users told me delivered most documents within 2 weeks of a request. High level proficiency in one or more foreign languages is commonplace in Czechoslovakia, and there is ready access to translation services if necessary.

UVTEI does not have its own residential facilities for courses, and makes use of those of other organisations. On the afternoon of my visit, I was taken to the Ministry of Engineering's residential centre at Kralupy near Prague, where a course on reprographics had reached its final day. One of the Institute staff was going out to take part in a course round-up session, with a driver and van to recover specialist equipment taken for use during the course.

I had an opportunity to talk to the students, who included librarians and also technical staff responsible for reprographic equipment in libraries and information centres of all kinds, and to see the computing facilities at the Centre. The main facilities were a Wang 48K microprocessor and a Czech made ZVT machine which was of similar capacity but inferior design. These were linked to 2 classrooms, in which each desk was equipped with individual monitors (using domestic portable televisions) and keyboards, to enable students to take part in business decision simulations. The Centre also had 2 Sharp 36K machines, and was hoping to acquire a Sinclair ZX shortly. The UVTEI computer system and the facilities at the Ministry of Engineering Training Centre were a marked contrast with the almost total absence of computing facilities in the other Czech libraries I visited.

CENTRAL OFFICE OF SCIENTIFIC, TECHNICAL AND ECONOMIC INFORMATION (UVTEI)

INSTITUTE FOR CONTINUING EDUCATION

Basic course for newcomers to scientific, technical and economic information work

N.B. This is an exact copy of an original document received in a form not suitable for photocopying.

1 Organisation of Scientific, Technical and Economic Information in the C.S.S.R.

Significance of scientific, technical and economic information (STEI) to national economy, above all to the development of technology. Tasks for STEI ensuing from the conclusions of the XVth Congress of the CPC. STEI organisation and management in the C.S.S.R. Network of libraries and its relationship to the STEI system. Network of bibliographic centres in the C.S.S.R. Party and Government documents, basic legal regulations related to organisation of activities in the STEI area. Functions of the Federal Ministry for Technological Development and Capital Investments and of the Central Office of Scientific, Technical and Economic Information. Internal structure of an information centre.

5 hours

2 Information Sources and their Acquisition

Information sources and their characteristics. Primary and secondary sources of information. Classical information sources such as books and journals. Special literature: patents, standards, firm literature, research and development reports. Forms of acquisition. Registration of new developments and provision of information on individual kinds of documents. Publishers' catalogues, bibliographies, reporting journals, etc. Ways of acquisition of foreign periodicals and non-periodical literature. Placing orders and registration of orders.

5 hours

3 Registration of Documents of Different Kinds and Storage of Funds

List of additions. Current records of periodicals, use of blanks. Records of special kinds of technical literature. Marking and storage of information sources. Rational storage of funds. Establishment and keeping records of ready-for-use and operational libraries.

5 hours

4 Production of Catalogues/Document/Entries

System of catalogues and card files. Description unit. Analysis of Czechoslovak State Standard CSN 01 0195 "Bibliographic/Document/and Catalogue Entry". Application of "Rules for Name Catalogues" and "Rules for Name Entries of Special Documents and Analytical Description". Individual elements of entry, their form and dislocation. Related Standards 01 0196 "Abbreviation of Titles of Journals and Periodicals", 01 0197 "Bibliographic Quotation". Methodology of making a catalogue/document/entry. Analytical entry. Practical examples of making entries.

15 hours

5 Classification of Information

Rôle of classification of information and information sources. Analysis of an information source from the standpoint of its contents. Systematic and topical classification and the difference between the two. UDC and its structure. Use of extracts from the UDC. Practical exercise work with the UDC. Classification of a document, sequence of entries in catalogues and card files, retrieval of information in accordance with its topical content. Topical catalogues and how to use them.

15 hours

6 Revision of Library Funds

Principles applied to the administration of a specialised library as a national property. Regulations related to the administration of a library. Checks of the contents of funds. Revision of a library. Criteria and procedures used in carrying out checks of contents and revisions in specialised libraries. Remissions. Losses and how to liquidate them. Material responsibility of a librarian.

5 hours

7 Use of Primary Funds

Address information on newly acquired documents. Techniques pertaining to lending services. Ways of lending registration for different kinds of information sources. Rules for lending and use of literature. Circulation of journals. Microfilm lending service. Directive No. 51/63 of the Ministry of Education and Culture. International lending service.

5 hours

8 Bibliography

Interpretation of the term. Rôle of bibliography in library-related and information activities. National bibliography of the C.S.S.R. Special bibliographies and bibliographic centres. Bibliographic aids and reference periodicals. Informational publications of the International Centre of Scientific and Technical Information (research reports, periodicals etc). General catalogues. Central records.

5 hours

9 Research Activities

The notion of research. Kinds of research papers. Methodology of writing research papers. Question for research. Sources of research activities. Procedures of writing a research paper. Czechoslovak State Standard CSN 01 0198 "Formal Arrangement of Research Items".

5 hours

10 Dissemination and Use of Information

Use of information activities carried out by UVTEI, branch and sub-branch information centres within the scope of Ministry's competence. Indexes, address information, current research papers, results of publication and advertisement. Popularisation and dissemination of information within one organisation. Consumers of information and their classification. Information for economic managers, information for scientific, engineering and technical staff.

5 hours

11 Equipment of an Information Centre

Basic equipment of a STEI unit and its provision. Aids and means facilitating rational work of an information centre. Basic means of organisational technology. Use of reprography in the STEI area.

10 hours

12 Excursions

10 hours

CENTRAL OFFICE OF SCIENTIFIC, TECHNICAL AND ECONOMIC INFORMATION (UVTEI)

INSTITUTE FOR CONTINUING EDUCATION

"Information systems" course for secondary school graduates without previous relevant vocational education

N.B. This is an exact copy of an original document received in a form not suitable for photocopying.

1 Selected Chapters of Marxism-Leninism

Stages of development of rationalisation (thought) prior to the emergence of Marxism-Leninism. Emergence of Marxism-Leninism as a revolution in theory and practice. Laws and regularities of dialectic materialism and selected categories of Marxist dialectics. Basic problems of Marxism-Leninism. Marxist-Leninist concept of values and a value orientation. Marxism-Leninism on the rôle of man in socialist society.

10 hours

2 Scientific and Technological Revolution and Socialist Economic Integration

Scientific and technological revolution as a process. International division of labour in the period of STR. Socialist international division of labour. Economic integration in the world socialist economic system. Complex programme of further deepening and improvement of co-operation and development of socialist economic integration of the CMEA member states.

10 hours

3 Creative and System Thinking

Substance of a system approach and substance of a system science. Principal working methods common to all system disciplines. Main system theories. Operational analysis. System analysis. Practical example of the application of system analysis to activities in the STEI area. System engineering. Practical effects of newly-acquired knowledge. Anticipated development of the system science and its disciplines.

10 hours

4 Information Systems (25 hours)

4.1 Introduction to Studies

STEI as theoretical branch and as practical activities. Interpretation of basic notions of information science. Properties required of personal characteristics and

qualification of an information worker. Methodology of studies of scientific, technical and economic information. Information services, funds and sources to study STEI.

5 hours

4.2 Organisation and Management of National Economy and Significance of STEI

Development of national economy in a socialist society. Social process of reproduction. Planned management of national economy. Branch management of national economy. Social process of gaining knowledge. Rôle of science and technology in society.

4.3 (Missing)

4.4 (Missing)

4.5 Management of an Information Unit

Principles applied to the establishment of information centres. Internal structure of STEI units. Organisational arrangement of a STEI unit in the framework of a factory, enterprise, institute. Advisory bodies in information units. Co-operation with other departments within the same organisation. Organisation and equipment of a workplace. Manpower, use of external collaborators. Planning activities in STEI units.

5 hours

5 Information Sources (20 hours)

5.1 Typology of Information Sources

Principles applied to communication process and the rôle of information sources. Typology of information sources in accordance with such criteria as availability, ways of fixing information, contents. Documents and their classification. Classification in accordance with Project MARC II. Characteristics of individual types of information sources (books, periodicals, special documents, non-literary sources).

5 hours

5.2 Acquisition of Information Sources

Principles applied to creation of information funds. Definition of an information fund. Sources of information on different types of information sources. Criteria for selection of information sources for a concrete fund. Methodology of acquisition of information sources (concrete procedures in use in different territorial areas). Means of registration of new additions to information sources.

5 hours

5.3 Creation and Exploitation of Funds of Primary Information Sources

Principles applied to organisation and protection of funds. Care for funds. Responsibility for funds. Interpretation of directives bearing upon registration and revision of funds. Registration of primary information sources, scale and kinds. Dislocation and storage of funds. Revision of funds and bringing funds up-to-date. Organisation of services and registration systems of the service. Use and availability of funds through such forms as lending, copying and microfilming services. Bibliographical and informational work. Mechanisation of services. Statistics on the use of funds.

10 hours

6 Identification Description (15 hours)

6.1 Basic notions

Record of a document. Basic structure of a full record of a document. Characteristics of individual elements of an entry, their functions and inter-connections. Record (entry) in bibliography and cataloguing. Identification records and identification description. Basic instructions and regulations.

5 hours

6.2 General Methodology of an Identification Description

Analysis of a document for the purpose of identification description. Procedure and aims of analysis. Description unit, definition of term and its significance for the processing of documents. Description under author and description under title. Other data in the identification record (entry). General rules of description.

5 hours

6.3 Special Methodology of an Identification Description

Inter-relationship between general and special methodologies of an identification description. Analytical identification record (entry) and its structure. Creation of an analytical identification record (entry) in accordance with individual types of information sources. Modifications of an identification record (entry) as used for catalogues, bibliographies and research items. Applications in mechanised systems.

5 hours

7 Content Analysis and Topical Classification of Information (30 hours)

7.1 Content Analysis of an Information Source

Subject of an information analysis of the text. Content and language structure of a special text. Methods of text analysis. Informational picture of the text. Stages of an information analysis of the text. Methodology of annotations. Methodology of reporting. Use of information analysis of texts in the process of input and output procession. Laboratory work.

5 hours

7.2 Universal Decimal Classification (UDC)

UDC as a selection language and its significance from the standpoint of an overall organised information process. Information process and the rôle of a selection language. UDC as a selection language. UDC, description and methodology of application. UDC tables and forms of UDC further development.

10 hours

7.3 Systems of Making Entries
Basic problems of classification

Effectiveness of a classification system. Quanta of Bool algebraics. System of look-through cards as a basic pattern for storage and retrieval of information. Group classification. KWIC and KWOC systems. Documentation selection language. Thesauri. Definition of a thesaurus. Survey and description of best known thesauri. Methodology of creation of a thesaurus. Semi-operation and operation of a thesaurus.

15 hours

8 Systems of Storage, Retrieval and Dissemination of Information (35 hours)

8.1 Essentials of Bibliography

Substance and rôle of bibliography. Basic types of bibliographies. Application of identification description in bibliographical work. Bibliographic description and catalogue description. Applications of methods pertaining to annotations, reports, reviews and Current Contents. Application of analytical description. Present situation in bibliography in the C.S.S.R. Special bibliographies. Methodology of special bibliographies. International systems of bibliographic procession of literature.

5 hours

8.2 Secondary Sources of Information

Catalogues aimed at creation and use of general and central catalogues. Documentation card files, their function from the standpoint of selection and dissemination of information. Bibliographic lists. Report journals. Central registration.

5 hours

8.3 Research and Study Activities

Definition of research study. Methodology of research study. Main phases of research study. Ways of retrieving information from information funds. Kinds of studies. Structure and formalisaton of study papers. Planning research studies. Study and analytical activities as subsequent steps to research. Characterisation of these activities. Procedures applied to study and research activities. Kinds of analytical reports and study papers.

5 hours

8.4 Factual Information

Classification of factual information in accordance with its type, purpose and information topics. Technology of processing of factual information: data collection, data analysis, input data processing, retrieval, synthesis and use of data. Development of factual information systems.

5 hours

8.5 Internal Publication-Related Activities (including copyright)

Rôle of publication-related activities in information process. Organisation of planning and execution of publication-related activities. Editorial work on manuscripts. Kinds of publications edited by information centres. Distribution of publications. Copyright and its application in the STEI area.

15 hours

9 Industrial Legal Protection and Technical Standardisation (15 hours)

9.1 Industrial Legal Protection and Patent Information

Importance of patent information for the development of national economy. Emergence and development of legal protection of discoveries. Legal protection of industrial rights. International patent right. Patent classification. Patent research and types of research. Methodology of patent research. New methods of patent information processing.

10 hours

9.2 Technical Standardisation

Notion and its development (in brief). Law on technical standardisation No. 96/64 of the Collection of laws. Classification of technical standards. Construction, structure and formal arrangement of technical standards in the C.S.S.R. International standardisation. Standardisation in the STEI area. Standardisation literature as a source of scientific, technical and economic information. Metrology and qualimetry.

5 hours

10 New Methods and Means of Storage, Retrieval and Dissemination of Information (50 hours)

10.1 Means of Organisational Technology (including Reprography)

The term of reprography. Structure of the branch of reprography. Preparation of originals and matrixes. Typewriting machines, kinds, technology and application. Multiplying machines and techniques. Micrography. Combination of reprographic technologies. Final arrangement of prints and copies (treatment).

10 hours

10.2 Small Mechanical Selection Systems

Creation of artificial memories. System of uniterm cards. System of look-through cards. System of notched cards. System of slot cards.

15 hours

10.3 Automated Information Systems

System of computation. Memory and recording media and structure of an information entry. Organisation of sets. Organisation of work of the computer. Setting tasks for programming. Application of computing technology in the area of scientific, technical and economic information. STEI processing as a function of programme systems. Survey of applications of computing technology in the STEI area in the C.S.S.R. and elsewhere in the world. Magnetic tape services. State information policy in the C.S.S.R. with reference to the introduction of computing technology in the STEI area. System of Central Technical Base. Survey and content of automated agendas within the Central Technical Base. Contemporary programmes for information systems produced in the C.S.S.R. from the standpoint of domestic and international integration. Unified STEI software system in the C.S.S.R.

25 hours

11 Requirements of Information Consumers (10 hours)

11.1 Profiles of Consumers, Survey and Satisfaction of Consumers' Needs

Concept of a consumer of information. Information requirements of consumers. Typology of consumers. Information demands, their identification and satisfaction. Information profiles and their definition. Measurement of effectiveness of information services.

5 hours

11.2 Dissemination of Information, Preparation of Consumers for Work with Information

Relation of a consumer to an information system. Advertisement of information funds and services. Informational level of a consumer. Preparation of information consumers.

5 hours

THE CZECH ACADEMY OF SCIENCES, CENTRAL LIBRARY - CENTRE OF SCIENTIFIC INFORMATION

My discussions were with Dr Svabova, Deputy Director, and Mrs Slemrova of the Centre for Research and Methodology in Librarianship.

The Central Library stands at the head of a network of 80 libraries; 70 specialising in the natural sciences, the remainder in social sciences. Most of the libraries happen to be in Prague.

As part of its annual survey of the network libraries' activities and plans, the Centre for Research and Methodology tries to establish how many prospective students there may be for regularly held courses, and what new courses might be required. This is followed by the annual meeting of the heads of libraries which discusses planned and potential developments, including the training programme.

The Academy runs 3 annual one-week courses for library staff from the network who have had no previous professional education. Each course normally attracts 30-35 students. The basic course covers general information on the scientific and technical information network, information sources, acquisitions procedures, basic cataloguing, circulation routines, and reprographics. There is an examination, which no-one fails, and all students receive a certificate of attendance.

The second level course covers the same topics, but in more detail. The third level course covers specialised topics, eg new automation projects, including online access to commercial databases. The main bibliographic databases compiled in Russia for the COMECON countries are apparently not yet generally available online.

The Academy also offers a programme of 8 lectures or short seminars each year; 4 in spring and 4 in autumn. Recent topics have included new databases, legal information sources, social sciences information, and linguistic tools. All costs are met by the Academy except the students' travel and subsistence (which are usually minimal within Prague), but there is no guarantee that the seminars will attract substantial audiences.

The Central Library manages to attract an adequate supply of new recruits from the Department of Librarianship and Information Science at Charles University, but there are never sufficient graduates from the vocational secondary schools for librarians available. The Institutes, many of which are comparatively small, have even greater difficulty in recruiting, and most of their library and information staff have had no formal professional education when appointed.

For its own new recruits, the Academy's Central Library organises an extended induction programme, in which the trainee spends one month in each of the 8 departments: acquisitions, processing,

reader services, methodological, retrospective bibliography, reprographics and science advertising.

Each year the Central Library has 5 students from the university and 5 from the vocational school on continual practice, and also takes students for fieldwork attachments. The programmes for these practical training periods are supervised by the Deputy Director and the Head of the Centre for Research and Methodology, but in any case are specifically what is requested by the school of librariansip. For a student from the vocational secondary school, for example, this might be 2 weeks classifying books using UDC, or operating reprographic equipment. The work is routine, and there is no attempt to create artificial problems for the students to solve, though final year students do use real problems in the library as the basis for their diploma project. It was felt that the programmes arranged did allow the student to gain a general impression of the library, and for the library to assess the student sufficiently to make the report that was requested by the school of librarianship.

SUMMARY AND CONCLUSIONS

The leaders of education and training for librarianship and information work in Czechoslovakia appear to be well in touch with current developments worldwide, and at library technician level have created a particularly relevant and effective programme in the Vocational Secondary Schools. In terms of those aspects of education and training which were the principal motives for my visit, the impact of limited (and diminishing) funds and the rigid state management system were clearly minimising the potential for innovation and improvement.

Practical training is accepted as an integral part of education for librarianship and information work. In the case of the vocational secondary schools, almost the entire emphasis of the programme is, correctly, on developing the student's ability to carry out a range of pre-determined tasks at a technician level. Library and laboratory facilities for demonstration and practice within the schools of librarianship are limited in range and quality, and this must diminish their effectiveness. A primary requirement of any school of librarianship is a first-class library, but not one school had this facility.

Although, because of the limited time available, the programme did not offer as much opportunity as one might have wished to examine the detailed arrangements made for students' practical training by individual libraries, it is probably safe to assume that they are successful in terms of the general nature of the programmes requested by the schools of librarianship. At present, these periods of practical experience probably make a significant contribution to the training of the pupils of the vocational secondary schools. However, so long as library practice continues to lag behind developments in other countries and behind the level of knowledge taught in the library schools, it is difficult to see that they offer much in the way of experience or motivation to students in the university schools.

It was, however, interesting to note the heavy use of students to resolve real problems in library services by carrying out projects as part of their fieldwork. This is a development which would be encouraged in the best of circumstances. In Czechoslovakia, where most people appear to have few incentives to motivate them to improve their own and their library's performance, one must suspect the reasons underlying this practice, but one cannot deny that these projects offer a potentially substantial contribution to the development of library services.

Economic constraints on staff numbers, staff travel, and student travel and subsistence narrow the choice of libraries which can be used for fieldwork attachments and the opportunities to develop more demanding programmes for the periods of practical experience. If there is no change in this situation, there will be particular problems in developing the skills of students opting to take the information science programme. For example,

students living in remote country areas may not have easy access to the kind of information centre which could offer appropriate experience.

Staff visits to students undertaking fieldwork are not only essential to monitor the work of the student and the programme arranged by the host library, but are also a useful way of keeping staff in touch with developments and problems in library practice. If teachers become remote from the realities of operational libraries, there is a danger that the library school courses may become less relevant or may appear to the practitioners to be of limited value and effectiveness.

Continuing education for workers in libraries and information centres is critically important, not only because of changing techniques and technology in their own work, but also because information resources in all fields of knowledge are expanding rapidly. It is unfortunate that in Czechoslovakia much of the effort which in other countries is directed into organising continuing education programmes is expended on providing part-time post-entry education leading to basic qualifications. That emphasis reflects the clear failure of the planners to identify the manpower required and to ensure that a more realistic number of places are available on full-time programmes in the universities and vocational secondary schools, which are more efficient and more effective than part-time courses. The standard of part-time courses taught at the schools of librarianship in Czechoslovakia appears to be good, but the lack of sustained contact and effort between attendances diminishes their effectiveness.

The authorities in the Slovak Socialist Republic are now making a more positive attempt to redress the imbalance in the effort expended on part-time courses and on continuing education for qualified librarians through the development of the Centres for Further Education at Matica Slovenska and in the library networks. However, it is not difficult to form the impression that significant objectives of the programme include re-indoctrination about the state's objectives, and pressure to maintain standards of performance as a substitute for proper incentives. One must also speculate whether the apparent pervasiveness of this massive programme will stifle individual initiatives. There must therefore be some question about its value in professional terms.

The pattern of part-time and continuing education in Czechoslovakia depends very largely on bringing people together, which is costly, and travelling can be physically and mentally exhausting. Some attempt has been made to overcome this by establishing zonal sub-centres, but the regular staff of the schools of librarianship are not able to be involved in teaching in those centres to any significant extent, and a review of their standards and effectiveness might therefore reveal serious weaknesses. The production and distribution of sound professional textbooks and journals in sufficient quantities can help overcome this in a limited way, as well as contributing to

the informal continuing education of interested individuals. It does, however, seem unusual that a state system which controls both education and broadcasting has not brought the two together to establish distance learning programmes. Such a development might go a long way towards overcoming the problem of lack of contact between attendances on part-time courses, but a programme of work would need to be assigned to the students to ensure that they had sustained their efforts, and additional teaching staff would therefore be needed not only for preparing broadcasts but also for assessing essays, etc.

There seems to be little real co-ordination between the planners in the various Ministries, so far as meeting manpower needs in library and information work is concerned. The schools of librarianship are not permitted to produce sufficient graduates to meet demand. The present system probably does result in many people having subject backgrounds related to the information network in which they eventually come to work. However, a system of "guaranteed employment" in which individuals are allocated to vacant posts without necessarily any reference to their qualifications or suitability operates in Czechoslovakia, and this could lead to many people being transferred to work in libraries who are not highly motivated towards their work.

The evidence of large numbers taking part-time programmes of study to qualify may be seen as a retort to that fear, but it was suggested to me more than once that many students are simply motivated by the opportunity to take time off work. There are few real rewards for successfully completing the course or for the improved performance one can expect from a trained professional.

The library and information networks are effectively designed to transfer knowledge and technology from abroad to within Czechoslovakia, and to do it economically through the co-ordinated purchasing and cataloguing of literature from the 'hard currency' countries. However, the low priority apparently attached to the education and training of librarians by the Ministries and their planners suggests that they do not yet fully appreciate the potential rôle in economic development of an effective library network.

The planning system seems to stifle much initiative and retard development of the library system. It is a well-proven management principle that any worker asked to specify his performance in advance will indicate the lowest level of achievement acceptable to his superiors, for fear of being seen to have failed to achieve his target. The planning system in Czechoslovakia seems to institutionalise this approach.

The planning system operated by the methodological centres is designed to ensure steady development and orderly allocation of limited resources. There were examples of this process being applied in such detail over the whole period of a 5-year plan that there appeared to be little scope for response to sudden changes. However, some of the methodological centres were

planning the details of their activities on an annual basis, within an agreed but only broadly defined programme, and this seems a development which should be encouraged.

The planning system can also be seen as an instrument in control of educational developments. In some respects, this may be seen as beneficial; for example in the decisions to introduce user education programmes in schools and an information science curriculum. At the same time, it enforces a national uniformity which could inhibit the ability to innovate and experiment, and that is probably counter-productive in educational and developmental terms.

PROGRAMME OUTLINE

Sunday 16 May 1982

Travel: Aberystwyth - Manchester

Monday 17 May 1982

Travel: Manchester - London - Prague, by air

Tuesday 18 May 1982

Czech State Library, Prague

Wednesday 19 May 1982

am — Central Library - Scientific Information Centre of the Czech Academy of Sciences, Prague

pm — Department of Library and Information Science, Charles University, Prague

Thursday 20 May 1982

am — Institute of Continuing Education, Centre for Scientific, Technical and Economic Information, Prague

pm — Institute for Further Education of Managers of the Ministry of Engineering, CSR, Kralupy on Vltava

Friday 21 May 1982

am — Vocational secondary school for librarians, Prague

pm — Free

Evening — Attend opera. Wagner's "Mastersingers of Nuremberg" at the Smetana Theatre, Prague

Saturday 22 May 1982

Sightseeing in Prague

Sunday 23 May 1982

Sightseeing in Central Bohemia (Karlstein, Konopiste)

Monday 24 May 1982

Travel: Prague - Bratislava, by bus

Tuesday 25 May 1982

Vocational secondary school for librarians, Bratislava

Wednesday 26 May 1982

Department of Library and Information Science, Comenius University, Bratislava

Thursday 27 May 1982

am Travel: Bratislava - Martin

pm Tour of Matica Slovenska

Friday 28 May 1982

am Section of Theory, Research and Methodology, Matica Slovenska

pm Travel: Martin - Bratislava

Saturday 29 May 1982

am Travel: Bratislava - Vienna, by bus

pm Travel: Vienna - London - Manchester, by air

Travel: Manchester - Aberystwyth

DETAILS OF PERSONS MET

1 Centre for Research and Methodology in Librarianship
Czech State Library
Statni Knihovna CSR
Sektor vyzkumu a metodiky knihovnictvi
Klementinum 190
110 01 PRAHA 1

Mrs L Stetinova and Mrs J Hrabova

2 Central Library - Scientific Information Centre of the Czech Academy of Sciences
Zakladni knihovna - Ustredi vedeckych informaci CSAV
Narodni trida 3
115 22 PRAHA 1

Dr Libuse Svabova, Deputy Director of the Central Library, and Mrs Slemrova, Centre for Research and Methodology in Librarianship

3 Department of Library and Information Science
Charles University
Univerzity Karlovy
Katedra vedeckych informaci a knihovnictvi
Celetna 20
110 00 PRAHA 1

Dr Jiri Kabrt, Head of Department

4 Institute of Continuing Education
Centre for Scientific, Technical and Economic Information
Institut pro mimoskolni vzelavani
Ustredi Vedeckych Technickych a Ekonomickych Informaci (UVTEI)
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113 57 PRAHA 1

Ms Jana Kuglerova, Director of the Institute
Dr Milada Ulbrickova
Dr Drboutova

5 Vocational Secondary School for Librarians
Stredna knihovnicka skola
Na vitezne plani 1160
140 00 PRAHA 4 - Nusle

The Headteacher (Reditel) and his 2 Deputy Headteachers

6 Vocational Secondary School for Librarians
Stredna knihovnicka skola
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Dr Terezia Pivoluskova, Director (Riaditelna)
Dr Viliam Mandak

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Katedra knihovedy a vedeckych informacii
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81801 BRATISLAVA

Dr Eugen Messa, Head of Department
Ing. Josef Hajdusek
Dr Marta Matthaeidesova
Dr Michal Bako
Mrs Sona Makulova
Miss Helena Matuskova

8 Section of Theory, Research and Methodology
Oddelenie Teorie, Vyskumu a metodiky
Matica Slovenska
Nam L Novomeskeho
036 52 MARTIN

Mr Peter Maruniak, Head, Section of Theory, Research and Methodology
Mr Horst Hogh, Chief, Centre for Further Education of Slovak Librarians
Mrs Magdalena Ulbrichtova, Foreign Relations Section
Mrs Jana Kacerova, Section of Slovak biography

TYPICAL PUBLICATIONS RECEIVED, AND PASSED TO THE LIBRARY OF THE COLLEGE OF LIBRARIANSHIP WALES

CERMAKOVA, Jirina. Ziskavani vyzkumnych zprav (reportu), disertacnich praci a jine nekomercni literatury ze zapadni evropy. 1978. UVTEI. (Obtaining research reports, dissertations and other non-commercial literature from Europe). In Czech.

CERMAKOVA, Jirina. Ziskavani vyzkumnyvh zprav (reportu), disertacnich praci a jine nekomercni literatury ze zapadni USA, Kanady a Japonska. 1979. UVTEI. (Obtaining research reports, dissertations and other non-commercial literature from the USA, Canada and Japan). In Czech.

CERMANOVA, Hana. Programy mimoskolniko vzdelavani pracovniku soustavy VTI. 1975. UVTEI. (Programmes for continuing education for senior staff in the scientific and technical information system). In Czech.

GEBHARTOVA, Vladimira and HERMAN, Zdenek, editors. Czech and Slovak authors of books for small children. 1980. Albatross.

HAJDUSEK, Josef. English - Slovak, Slovak - English Dictionary of Library and Information Science. 2nd edition. 1981. Matica Slovenska.

KLEINOVA, Lidmila. Factove informace, factographicke informacni systemi a banky dat. 1979. UVTEI. (Data information, datagraphics information systems and data banks). In Czech.

KNIZNICNY ZBORNIK 1979. 1980. Matica Slovenska. (Library Collection 1979). In Slovak.

KUBATOVA, Jaroslava. Odborne ucebni texty anglictiny pro informacni pracovniky: (Ucebni text). 1979. UVTEI. (Specialised teaching texts for English language for workers in the scientific, technical and economic information systems: teaching text). Czech introduction and notes.

MARUNIAK, Peter. Libraries in the Czechoslovak Socialist Republic. 1978. Matica Slovenska. (Also a German edition - Die bücherein in der Tschechoslowakischen Sozialistischen republik)

MASKOVA, Eva. Ucast informacnich pracovniku v resitelskych tymech. 1979. UVTEI. (Participation of information workers in problem solving teams). In Czech.

MATOUSOVA, Miroslava and VONDRA, Josef. Referatove casopisy a vybrane informacni zdroje z informatiky. 1980. UVTEI. (Papers, periodicals, and selected information sources in information science). In Czech.

NAKONECNY, Milan and HELBICHOVA, Danuse. Motivacni a postojove aspekty ke studiu knihovnictvi na stredni knihovnicke skole. 1980. Statni knihovna CSR. (Motivation and approach to aspects

of learning librarianship in the vocational secondary schools for librarians). In Czech.

SEFCAKOVA, Eva. Biennial of illustrations, Bratislava, Czechoslovakia. 1971. Mlade leta.

SIMOVA, Viera and HOGH, Horst. Deutsch - Slowakisches und Slowakisch - Deutsches fachworterbuch der Bibliothekswissenschaft und Informatik. 1980. Matica Slovenska. (German - Slovak dictionary in librarianship and information studies).

SIR, Stanislav. Vyuziti katalogu na mikrofisich v zahranicnich knihovnach. 1979. UVTEI. (Implementation of catalogues on microfiches in foreign libraries). In Czech.

STEHLIKOVA, Blanka and VESELY, Marian. Czech and Slovak illustrators of books for small children. 1980. Albatross.

SVATON, Milos and HORAKOVA, Vera. Prirucka pro uzivatele vedeckych informaci, 1: vedy o zemi. 1981. CSAV. (Handbook for users of scientific information, 1: earth sciences). In Czech.

ULBRICHOVA, Milada, editor. Guide to the State Technical Library in Prague. 1975. UVTEI.

ULBRICHOVA, Milada, editor. Pedagogicke a didakticke metody v informatickem vzdelavani. 1977. UVTEI. (Pedagogic and didactic methods in education for information workers: proceedings of a seminar for teachers and specialists in scientific, technical and economic information, 2-4 May 1977, at Karlovy Vary). In Czech.

ULBRICHOVA, Milada, editor. Pedagogicko-psychologicke otazky informatickeho vzdelavani. 1979. UVTEI. (Pedagogical and psychological problems in education for information science: proceedings of a seminar for specialists and teachers in scientific, technical and economic information, 24-26 April 1978, at Jevanech). In Czech.

ULBRICHOVA, Milada, editor. Vychova k vyuzivani odbornych informaci. 1981. UVTEI. (Education for use of special information: proceedings of the seminar "Preparation for the use of special information in secondary schools", 29 October 1980, at Prague). In Czech.

ULBRICHOVA, Milada, editor. Vychova studentu na vysokych skolach k tvurci praci a vyuzivani vedeckych a technickych informaci. 1979. UVTEI. (Education of students at university level school for creative work and for implementation of scientific and technical information: proceedings of a seminar, 22 September 1978, at Prague). In Czech.

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UVTEI. (Institut UVTEI pro mimoskolni vzdelavani.) Didakticke metody a audiovizualni prostredky v informatice. 1981. UVTEI.

(Didactic methods and audio-visual presentations in information studies: proceedings of a seminar for specialists and teachers of scientific, technical and economic information, 5-7 May 1981, at Kutna Hora. In Czech.

VEJSOVA, Anna. Spoluprace soustavy VTEI s automatizovanymi sistemy rizeni. 1980. UVTEI. (Co-operation between scientific, technical and economic information and automated systems of management). In Czech.

VOLNY, Jaroslav and STEFANIK, Vladimir. FID: mezinarodni Federace pro Dokumentaci a Ceskoslovenska ucast na jeji cinnosti. 1981. UVTEI. (FID and Czechoslovak participation). In Czech.

ZATKULIAK, J.G. Pouzivatelia Odbornych informacii a informaticke sluzby. 1981. Slovenske Pedagogicke Nakladatelstvo. (Users of scientific information and information services). In Slovak.

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ZVAZ SLOVENSKYCH KNIHOVNIKOV A INFORMATIKOV. Infos 82. 1982. ZSKI. (Slovak Federation for librarianship and information. Infos 82: collection of contributions to the 12th Informatics seminar on theory and practice, 29 March - 1 April 1982, at Strbske Pleso.) In Slovak.